

## Global Studies: Informative brochure

Hello Class. You are all studying a community related issue. We have explored the changes and effects of COVID-19 in NZ.

You will create an informative brochure on an attraction in NZ that will meet the needs of our changing times. You will need to advertise it as a tourist attraction to make the locals visit this place, as business will not be great due to the border being closed and no tourists in the country. You can use A4 paper or a google doc to create your brochure. You can work as an individual or in pairs, however no more than three in a group.

Also you need to use effective lettering and font and list at least 5 reasons why this chosen attraction will be beneficial to the community. You will need to include extra information, pictures with one relating to how you promote a sustainable environment.

I will examine your accuracy for writing (punctuation, spelling, grammar) and how well you promote your facility through the given benefits.

Each Group will present their brochure to an audience with passion and supporting evidence.

I need at least 5 reasons/examples explained in detail as to why your facility will benefit the community. Include an idea relating to a sustainable environment.

Overall presentation and graphics that support your text will be beneficial as well. See example below~

<p><b>Mission Statement</b></p> <p>Broadway Youth Center is intended to be a home away from home for middle school kids. It is a safe place to form healthy middle school to adult relationships, community gardens, environmental education, music education, as well as many more projects. The club gives parents a safe place to know that their kids are well taken care of while they are at work.</p> 	<p><b>Who we are</b></p> <p>In 2007 Rick Qualls was inspired to start a club that would give youth a place to go after school and be able to socialize and work on homework. As a result Broadway NYC was opened in 2008.</p> <p>Broadway is a non-profit club; all its services are low cost or free to the public. Broadway NYC's goal is to provide a fun and interactive environment for youth experience new things and to be a part of their community.</p>  <p>Broadway Neighborhood Youth Club 1415 Dupont Street Bellingham, WA 98225 <a href="http://www.broadwayyouth.org">www.broadwayyouth.org</a> 360-671-0337</p>	 <p><b>Broadway Neighborhood Youth Club</b></p>  <p><b>Come join us after school!</b></p> <p><small>*M-F 3-5 pm and special events*</small></p>
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Checklist to be included in the assessment~

1. Name the tourist attraction.
2. Describe this place and its benefits to people.
3. Why is it important to advertise this place?
4. How can we help this tourist place as New Zealanders?
5. What might be some negative points or challenges of this place?
6. Check your punctuation-capital letters, spelling and fullstops.
7. Add colour and pictures to your brochure. Include titles and fonts.

**Continuity and Change** – Students learn about past events, experiences, and actions and the changing ways in which these have been interpreted over time. This helps them to understand the past and the present and to imagine possible futures

*L 4 - Students will gain knowledge, skills, and experience to:*  
 Understand how people participate individually and collectively in response to community challenges.

**Rubric Title:** [GLOBAL Y7 Continuity and Change](#)

**YEAR 7**

Understand how people participate individually and collectively in response to community challenges.

Criteria	<b>WORKING TOWARDS Curriculum expectation</b>	<b>Working AT curriculum expectation</b>	<b>Working ABOVE curriculum expectation</b>	<b>Working BEYOND curriculum expectation</b>
<b>Challenges</b>	You have attempted to name a tourism issue/challenge	You have selected a tourism issue/challenge	You have shown some understanding of a tourism issue/challenge	You have shown an understanding of a tourism issue/challenge
<b>Decision Making</b>	You have attempted to identify how group/s responded to this challenge	You have identified how group/s responded to this challenge	You have described how group/s responded to this challenge	You have described in detail how group/s responded to this challenge
<b>Effectiveness of Solution</b>	You have yet to recognise positive and/or negative impacts of the solution on the community	You have listed the positive and/or negative impacts of the solution on the community	You have outlined positive and/or impacts of the solution on the community	You have summarised positive and/or negative impacts of the solution on the community
<b>Accuracy for writing</b>	You have made errors in grammar, spelling and/or punctuation. These are intrusive and affect meaning	You have made errors in grammar, spelling and/or punctuation. These are intrusive at times, but reader can infer meaning	You have made some errors, but minimal reader inference is needed. Meaning is consistently clear	You have carefully edited your writing to ensure you have few (or no) intrusive errors. Meaning is consistently clear

<b>Time management</b>	You have yet to complete and submit your assessment	You have submitted your assessment late	You have submitted your assessment by the date of Friday 15th August 2020 3pm.	You have submitted your assessment by the date of Friday 15th August 2020 3pm.
<b>Overall</b>	<b>WORKING TOWARDS Curriculum expectation</b>	<b>Working AT curriculum expectation</b>	<b>Working ABOVE curriculum expectation</b>	<b>Working BEYOND curriculum expectation</b>